



SUBSTANTIVE CHANGE PROPOSAL

Submitted to the Accrediting Commission for Community and Junior Colleges

Cuyamaca College
Grossmont-Cuyamaca Community College District
900 Rancho San Diego Parkway
El Cajon, CA 92019

September 16, 2016

New Educational Proposal:
Certificate of Achievement (COA) in Business Information Worker

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TABLE OF CONTENTS

A. Description of the Substantive Change 1

B. Description of the Certificate..... 2

C. Planning Process for the Certificate..... 7

D. Evidence of Analysis of Human, Physical, Technology and Financial Resource Needs 10

E. Evidence of Necessary Internal and External Approvals 13

F. Evidence that Eligibility Requirements and Standards Are Met by the Changes..... 14

G. Evidence that Accreditation Standards Will be Fulfilled 22

Appendix 28

1. Catalog Information, Certificate of Achievement in Business Information Worker 29

2. Minutes, Curriculum Committee, February 16, 2016..... 30

3. Minutes, Academic Senate, February 25, 2016..... 31

4. Minutes (Link), Governing Board, Grossmont-Cuyamaca Community College District,
March 16, 2016 33

5. Approval Letter, California Community Colleges: COA in Business Information Worker 34

6. Labor Market Information 35

7. Organizational Chart for Division III, Career and Technical Education..... 37

A. Description of the Substantive Change

This Substantive Change Proposal is hereby submitted by Cuyamaca College to the Accrediting Commission for Community and Junior Colleges in support of the establishment of the following new program:

- Certificate of Achievement (COA) in Business Information Worker

Cuyamaca College has taken steps to identify the need for this new certificate, and resources are in place for its support.

Relationship to the Institution's Mission

The Certificate of Achievement in Business Information Worker supports the mission, vision and values of Cuyamaca College as outlined in its 2010-2016 Strategic Plan. The mission of Cuyamaca College is to serve a diverse community of students who seek to benefit from the College's wide range of educational programs and services. In support of this mission, the proposed program primarily supports student learning and success in Career and Technical Education (CTE).

The COA in Business Information Worker reflects a focus on *Economic Development* at Cuyamaca College. One of the College's top priorities is "Economic and Community Development," and the COA in Business Information Worker is fully in line with this priority, which states:

Develop strong and vibrant Career Technical Education partnerships with local business and industry to ensure that college programs meet economic needs of the community.

The COA in Business Information Worker also reflects the Grossmont-Cuyamaca Community College District (GCCCCD) Educational Master Plan (EMP), which aligns with the five strategic areas of focus established by the GCCCCD Governing Board. The proposed program primarily mirrors the District priority of Economic and Community Development, which is to "*pursue opportunities and partnerships that enhance college programs, promote a vibrant economy and benefit the local community.*"

B. Description of the Certificate

The primary educational purpose of this substantive change is to respond to the economic and workforce needs of the local community. Upon completion of this CTE program, students will be prepared to work in numerous office administrative support positions. Graduates will be prepared for entry-level office skills and applications which promote success in a variety of office environments.

Catalog Description

The catalog description is as follows:

This certificate is a job readiness pathway or certificate for office workers, developed in conjunction with local employers. Enrolled students are prepared in a broad range of entry-level office skills and applications which promote success in a variety of office environments. Essential components of the curriculum include a solid foundation in Microsoft Windows and Office, as well as critical thinking, problem solving, and interpersonal skills.

Program requirements are as follows:

Business Information Worker

Certificate of Achievement Requirements:

Course	Title	Units
BOT119	Windows for the Information Worker	2
BOT100	Basic Keyboarding	1
BOT114	Essential Word	1
BOT115	Essential Excel	1
BOT151	Using Microsoft Outlook	1
BUS115	Human Relations in Business	3
BUS128	Business Communication	3
CIS110	Principles of Information Systems	4
Total Required		<u>16</u>

Program Outcomes

Upon successful completion of this program, students will be able to:

1. Use computer input devices to properly and efficiently create and edit documents in word processing and spreadsheet programs, such as Word and Excel, and electronic communications such as email.
2. Work effectively, respectfully, ethically and professionally with people of diverse ethnic, cultural, gender and other backgrounds, and with people with different organizational roles, social affiliations, and personalities.
3. Communicate effectively and professionally in business situations through physical or virtual presence, writing, speaking, and electronic media.

**Certificate of Achievement
Recommended Course Sequence**

Requirements	Course	Name	Units	Local GE Area	Sequence
Prerequisite	ENGL 109*	College Composition	4	N/A	Year 1, Fall
Required Core	BOT 119	Windows for the Information Worker	2	N/A	Year 1, Fall
Required Core	BOT 100	Basic Keyboarding	1	N/A	Year 1, Fall
Required Core	BOT 114	Essential Word	1	N/A	Year 1, Fall
Required Core	BOT 115	Essential Excel	1	N/A	Year 1, Fall
Required Core	BOT 151	Using Microsoft Outlook	1	N/A	Year 1, Fall
			Semester Total =10		
Required Core	BUS 115	Human Relations in Business	3	N/A	Year 1, Spring
Required Core	BUS 128	Business communication	3	N/A	Year 1, Spring
Required Core	CIS 110	Principles of Information Systems	4	N/A	Year 1, Spring
			Semester Total =10		
			COA Total =16		

*Depends on placement

Proposed Sequence:

Year 1, Fall

10 units (includes 4-unit prerequisite)

Year 1, Spring

10 units

TOTAL UNITS:

16

Catalog Descriptions for Each Course in the Certificate

BOT119: This course is designed for students who wish to learn the latest generation of Windows. Students will learn to use the Windows operating system efficiently to create and manage files and folders. In addition, students will learn the latest in the “universal” application.

BOT100: Beginning keyboarding techniques for students who wish to use keyboarding skills for inputting information on computers. This course is taught on computers using appropriate software. Emphasis on the development of speed and accuracy by use of touch keyboarding methods, development of touch skills on the 10-key pad, understanding of basic vocabulary and concepts used in keyboarding operations for inputting and retrieving information, and composition at the keyboard. For students with physical disabilities that may impair proficiency, emphasis will be on quality of output instead of speed, and on the use of alternative input devices.

BOT114: Designed for students who want to learn the most commonly used features of a popular word processing software package. Upon completion, students will be proficient in using text editing and formatting commands to produce typical business documents, and in using the mail merge feature to produce form letters, labels and envelopes. Those desiring more in-depth coverage of these and additional topics should consider enrolling in BOT 120, 121, 122. Not open to students with credit in BOT 121, 122.

BOT115: Designed for students who want to become proficient in the most commonly used features of Microsoft Excel. Basic spreadsheet concepts and terms will be introduced. Students will learn how to create, format and revise spreadsheets, charts, basic formulas, and templates. The use of simple macros will be introduced. Those desiring more in-depth coverage of these and additional topics should consider enrolling in BOT 123, 124, 125. Not open to students with credit in BOT 124, 125.

BOT151: Designed to offer students proficiency in the use of Microsoft Outlook to create email messages, maintain personal calendars and schedules, plan work, maintain contact lists, and organize information.

BUS115: Examines the human aspects of the organization with an emphasis on the role of the individual in the formal and informal structure of the organization. Leadership and group dynamics, motivation, job enrichment, organizational change, and communications—both verbal and nonverbal—within the organization will be covered.

BUS128: Development of the ability to analyze, organize, and compose various types of written and oral business communications with an emphasis on writing clear, concise and persuasive letters, memos and reports.

CIS110: An introductory course in information technology with an emphasis on business and business-related applications. Concepts include computer organization, data processing systems, decision support systems, systems analysis and design. The laboratory component consists of hands-on problem solving using software applications including spreadsheets and databases.

There are no programmatic admission requirements for the proposed Certificate of Achievement in Business Information Worker. With the exception of BUS 128, Business Communication, the required courses do not have prerequisites. The prerequisite of BUS 128 is ENGL 109, Composition for College (or its equivalent).

Only one course is new in this proposed certificate, and that is BOT 119, Windows for the Information Worker. All other courses are existing and offered every semester. Thus, the Certificate of Achievement in Business Information Worker represents a “packaging” of existing courses into a focused, meaningful program of study. The COA in Business Information Worker will broaden the depth and breadth of the offerings at Cuyamaca College, adding significantly to the diversity of curricula. Upon ACCJC approval, the program will be added to the College catalog, and the College will begin awarding the certificate.

Learning outcomes will be assessed annually. Faculty members engage in an annual Program Review and Planning process, empowering them to evaluate the state of their discipline. Through this review, faculty members collect and analyze data to accomplish effective planning, continuous quality improvement, and resource allocation. The evaluation is conducted through an assessment of course-level SLOs, which are mapped to Program Learning Outcomes that directly link with Institutional Learning Outcomes. Additionally, the process calls for a combination of self-evaluation and reflection on past accomplishments and future goals, which is followed with peer evaluation by external reviewers to the program or discipline.

The Program Review process is outcomes based, and student learning assessment results are used to arrive at planning and budgeting decisions. In addition, the process provides a structure to foster continuous program improvement, aligned with the discipline, department, unit, and College wide goals. The Program Review

process requires disciplines to define or refine student and program-level outcomes, develop interventions to improve retention and graduation rates, while implementing action plans for improvements and linking results to the College's broader quality assurance efforts. All units in the College complete the annual planning process in which results lead to College wide decision making, planning and budgeting, and institutional improvements.

At Cuyamaca College, the COA in Business Information Worker falls under the jurisdiction of the division of Career and Technical Education. The process for creating and revising curriculum for the program calls for the chair of the specific department to initiate additions or changes in consultation with the dean; in this case, the chair of Business Office Technology (BOT) will oversee the curriculum in consultation with the chair of Business and Professional Studies and the division dean. Any changes to the COA in Business Information Worker will be done in consultation with other faculty members in the department, the dean that oversees the department, and in communication with colleagues at Grossmont College.

The Curriculum Committee reviews course outlines and programs to validate that the College complies with Title 5 and District policies and procedures. The Curriculum Committee reviews each proposal for breadth, depth and rigor, carefully examining the content, objectives and student learning outcomes. Specific criteria include the requirements for assignments, critical thinking activities, required reading, writing, and outside assignments. The course content provides a good indication of the breadth and depth of each course. Students are also required to study and engage in learning activities outside of class time in order to meet the requirements of course rigor. Bloom's Taxonomy is offered as a guide to develop curriculum. Appropriate breadth of programs is assured through the inclusion of general education requirements, including social and behavioral sciences, arts and humanities, language and rationality, and natural sciences. Synthesis of learning is assured through the inclusion of critical thinking in general education and degree requirements, a core set of major requirements and capstone classes.

All courses at Cuyamaca College undergo periodic curriculum review. The Office of Instruction maintains an official *Course Master List* that indicates when courses were originally approved by the Curriculum Committee, the date they were last reviewed by the Curriculum Committee, and the date they were last offered. Courses are reviewed by the Curriculum Committee every time they undergo a modification. Courses must be reviewed on a regular, five-year cycle.

As described more fully in sections F and G below, the COA in Business Information Worker meets all the ACCJC Eligibility Requirements, Accreditation Standards, and Commission policies related to student learning programs, services, and resources. Cuyamaca College has always remained in good standing with ACCJC, with its last full review occurring in October 2013.

C. Planning Process for the Certificate

The goals and objectives of the Certificate of Achievement in Business Information Worker are directly aligned with Cuyamaca College's mission to support student learning and success in Career and Technical Education. The goals and objectives are directly aligned with Cuyamaca College's vision of "Learning for the Future," as the skill set attained in this career technical program will prepare students for jobs currently in high-demand in the region and imbue in them critical and creative thinking skills to carry them forward through a lifetime of learning and gainful employment. The program is intentionally designed with a low number of units to ensure that students have the opportunity to earn the certificate in one academic year.

The COA in Business Information Worker was developed in collaboration with the statewide Information and Communication Technologies Sector Navigation team. It is a standardized certificate for office workers, developed in conjunction with local employers, and is offered statewide. The COA was planned in collaboration with regional industry advisors, analyzing labor market research, consulting with the East County Economic Development Council (ECEDC). The interest in the certificate has been

extremely strong, as evidenced by requests made by students and community members to faculty members and counselors alike.

The Business Office Technology lead instructor at Cuyamaca College began taking initial steps towards developing the Certificate of Achievement (less than 18 units) in 2015-2016, and the idea was proposed in the annual BOT Review and Planning Report. The concept was wholeheartedly supported. It was determined that a state-approved Certificate of Achievement was justified and would meet student needs. In addition to creating one new appropriate course, existing courses were reviewed and updated. The planning process also ensured that human, physical, technology and financial resources were available, and that there would be negligible impact on college operations (See E below).

An analysis of awards data on the CCCCCO DataMart showed that over the five-year period from 2010-2011 to 2014-2015, the nine colleges in the San Diego and Imperial Counties region awarded a total of 541 degrees and certificates in the 0514.00 TOP code. It is anticipated that this certificate will serve as an initial stackable certificate in the field of Business Office Technology as well as the Computer Information Systems programs as the state navigators continue work on the pathway.

Cuyamaca College is developing a robust marketing plan to increase enrollments in its Business Office Technology programs, including this Business Information Worker Certificate of Achievement. The program has seen a decline in enrollments over the last five years and we are projecting that this new offering will boost overall program enrollments to the 100+ FTES supported in earlier years. The marketing, coupled with new enrollment management and counseling support, will result in an equivalent increase in completions for this new Certificate of Achievement.

The Business Information Worker program builds on the existing Business Office Technology programs at Cuyamaca College. Each of the courses in the Certificate is aligned regionally to ensure employer recognition of the certificate and support student success.

Cuyamaca College is part of the Grossmont Cuyamaca Community College District (GCCCD) serving the east county region of San Diego. Grossmont College is also developing this certificate as part of the regional effort being led by the Information Communications Technology sector navigators.

When the COA in Business Information Worker is fully established at Cuyamaca College there will be at least 10 completers each year with a goal to exceed that number significantly. All of the courses in the Certificate, with the exception of the new course (BOT 119, Windows for the Information Worker) are existing courses, and have been offered with regularity.

As noted above, Cuyamaca College is part of the Grossmont-Cuyamaca Community College District (GCCCD), which serves the East County region of San Diego County. Soon, there will be similar programs offered at all of the community colleges in Region X.

The primary features that make the proposed COA in Business Information Worker unique are:

1. Courses can be feasibly completed in one year.
2. It is focused on real-world office environments.
3. It is focused on the latest technologies in office environments.

Internal and external approvals were obtained. The Curriculum Committee, Academic Senate, GCCCD Governing Board and the California Community Colleges approved the COA in Business Information Worker in 2015-2016.

The planning process included a presentation to the “Doing What Matters” Industry Advisory Board held at San Diego City College on February 27, 2015 (See Minutes, Appendix). Panelists from industry discussed skills necessary for entry-level workers in this field, and the fact that there would be up to 60,000 job openings in this business sector within the next ten years.

The planning process also consisted of an agenda item discussion at the San Diego Imperial Counties Community College Workforce Development Council on March

18, 2016 (See Appendix). The WDC unanimously approved the initiation of a Certificate of Achievement in Business Information Worker at Cuyamaca College. At some point, all community colleges in the region will have a similar certificate. Supporting documents including the Certificate of Achievement in Business Information Worker Program Proposal Narrative Summary and Labor Market Gap Analysis can be found at the Regional Consortium website, <http://myworkforceconnection.org/march-2016-sdic-wdc-meeting/>.

The planning process also ensured that human, physical, technology and financial resources were available, and that there would be negligible impact on college operations (See E below).

Finally, necessary internal and external approvals were obtained. The Curriculum Committee, Academic Senate, GCCCD Governing Board in fall 2015, and the California Community Colleges approved the COA in Business Information Worker on May 31, 2016.

D. Evidence of Analysis of Human, Physical, Technology and Financial Resource Needs

There are sufficient fiscal and physical resources to support and sustain the proposed COA in Business Information Worker. All of the courses are existing with the exception of BOT 119, Windows for the Information Worker. It packages existing curriculum into a coherent, focused pattern of study. Additional sections of the course offerings are not planned; thus, human resources are also deemed adequate.

In the development of this degree, the library has certified that additional resources (materials, books, periodicals) are not necessary. Facilities are satisfactory, as well. Since no new sections are planned, current facilities are suitable for supporting and sustaining the proposed program. Moreover, the proposed COA in Business Information Worker will not impact the institution's budget since it consists of current curriculum and new sections are not planned.

Cuyamaca College assures the quality and integrity of its programs and services by hiring appropriate full-time and part-time personnel sufficiently qualified by

education and experience to meet programmatic needs. Minimum qualifications are stated for all faculty and administrators, in keeping with the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook.

Instructors avail themselves of the many opportunities for professional development throughout the year. Full-time instructors have the ability to participate in sabbatical leave projects; these contribute to maintenance of high-quality programs and services. Moreover, evaluation of faculty plays an important role in maintaining high quality programs, and the College conducts regular faculty evaluations through a process that includes management, peer, and student components.

Cuyamaca College has qualified instructors to support the proposed COA in Business Information Worker. Cuyamaca College can draw from its surrounding community within which there are sufficient and qualified individuals. In addition, as stated, the program is a packaging of courses currently offered. No new sections are planned; thus, it will not be necessary to conduct a search for additional instructors. The development of future curriculum will be determined by full-time and part-time BOT instructors, the CTE dean, and through collaboration with colleagues at Grossmont College.

Cuyamaca College meets the varied educational needs of its students through student support services. New students are encouraged to complete an assessment and orientation process to identify their level of Mathematics, English or English as a Second Language preparedness. Following the process, students receive a recommendation on placement level and then meet with counselors and peer advisors who assist them with registration, course selection, and the development of an educational plan.

Cuyamaca College offers support services on campus and online. Student Services are open during regular business hours with early evening hours in major service areas in the "One Stop Center." The One Stop Center houses key programs such as Admissions & Records, Assessment, Borderless Spaces, CalWORKs, Career Services, Counseling, Disabled Students Programs & Services (DSPS), Extended Opportunity Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE),

Financial Aid, First Year Experience (FYE), Transfer Center and Veterans Affairs. Housing these services in one location provides easy access for students, and allows the various programs to collaborate to achieve exemplary, quality services. The Cuyamaca College Student Center houses Student Affairs, the Associate Student Government, High School and Community Relations, and the Student Health Center. Centrally located, these services are adjacent to the College bookstore and student dining services.

Enrollment Data

Average annual enrollment figures and sections for the core required courses from Fall 2014 through Spring 2016 appear in the table below:

Course #	Course Title	FY 2014-2015		FY 2015-2016	
		Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
BOT 100	Basic Keyboarding	4	113	5	127
BOT 114	Essential Word	2	8	0	0
BOT 115	Essential Excel	2	16	1	11
BOT 151	Using Microsoft Outlook	2	14	1	14
BUS 115	Human Relations in Business	1	40	1	33
BUS 128	Business Communication	10	257	9	278
CIS 110	Principles of Information Systems	18	327	13	310
BOT 119	Windows for the Information Worker	New	N/A	N/A	N/A

Plan for Monitoring Achievement of Outcomes

Upon ACCJC approval and activation of the COA in Business Information Worker, learning outcomes will be assessed annually. Each discipline undergoes an annual

Program Review and Planning process, empowering instructional faculty members to evaluate the state of their discipline. Through this review, faculty members collect and analyze data to accomplish effective planning, continuous quality improvement, and resource allocation. The evaluation is conducted by through an assessment of course-level SLOs, which are mapped to Program Learning Outcomes that directly link with Institutional Learning Outcomes. Additionally, the process calls for a combination of self-evaluation and reflection on past accomplishments and future goals, which is followed with peer evaluation by external reviewers (members of the Instructional Program Review & Planning Committee).

The Program Review process is outcomes-based, and results are used to arrive at planning and budgeting decisions. In addition, the process provides a structure to foster continuous program improvement, aligned with the discipline, department, division, and College wide goals. The Program Review process requires disciplines to define or refine student and program-level outcomes, develop interventions to improve retention and graduation rates, while implementing action plans for improvements and linking results to the College's broader quality assurance efforts. All units in the College complete the annual planning process in which results lead to College wide decision making, planning and budgeting, and institutional improvements.

The COA in Business Information Worker will be housed in the Career and Technical Education division, and will undergo the comprehensive outcomes assessment and program review process already in place at Cuyamaca College. The first program review will occur in October 2017. The process uses TracDat to enter course and program outcomes assessment and improvement plans.

E. Evidence of Necessary Internal and External Approvals

All necessary internal and external approvals have been obtained. The Cuyamaca College Curriculum Committee approved the COA in Business Information Worker on February 16, 2016. Following that, the Cuyamaca College Academic Senate approved the addition of the COA in Business Information Worker on February 25, 2016.

Then, the Governing Board of the Grossmont-Cuyamaca Community College District approved the addition of the certificate on March 16, 2016. A link to the official Minutes <http://www.gcccd.edu/governing-board/documents/minutes/2016/03-March%2016,%20Regular%20Meeting%20Minutes.pdf> provides evidence of official approval. Finally, the Chancellor's Office approved the Certificate of Achievement in Business Information Worker on May 31, 2016.

F. Evidence that Eligibility Requirements and Standards Are Met by the Changes

Cuyamaca College affirms that, with the addition of the COA in Business Information Worker, the institution will remain in continued compliance with the Accrediting Commission for Community and Junior Colleges' prescribed eligibility requirements as set forth below:

1. Authority

Cuyamaca College is a public, two-year community college authorized to operate as a degree-granting institution by the State of California, the Board of Governors of the California Community Colleges, and the Governing Board of the Grossmont-Cuyamaca Community College District. Cuyamaca College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC). There will be no change with the addition of the COA in Business Information Worker.

2. Mission

The Cuyamaca College Mission defines the institution's broad educational purposes, its intended student population and its commitment to student learning. The College's Mission Statement was most recently revised by the College in spring 2012 and adopted by the Governing Board in July 2012. The proposed COA in Business Information Worker is in alignment with the mission of Cuyamaca College.

3. Governing Board

A five-member Governing Board elected by the citizens of San Diego's East County region sets policy and direction and provides leadership for the Grossmont-Cuyamaca Community College District. Each Governing Board member serves a term of four years and terms are staggered to allow for continuity. The Governing Board is an independent policy-making body that approves and oversees the educational mission of the District and the two Colleges. The Governing Board has two non-voting student members, each representing one of the two Colleges in the District. Meetings are held once per month, alternating between Cuyamaca College and Grossmont College. The COA in Business Information Worker will have no impact on the composition or role of the GCCCD Governing Board.

4. Chief Executive Officer

Dr. Julianna Barnes serves as the President and Chief Executive Officer (CEO) of Cuyamaca College. Dr. Barnes was hired for this position in September 2015. It is her full-time responsibility to lead and administer the institution, and she reports directly to the Chancellor of the Grossmont-Cuyamaca Community College District, Dr. Cindy L. Miles. She is supportive of the program and acknowledges the value of the program for Cuyamaca College and its surrounding community.

5. Administrative Capacity

The institution's administrative capacity can support this change. The administration at Cuyamaca College consists of:

President

Vice President of Instruction

Vice President of Student Services

Vice President of Administrative Services

Three instructional deans (Divisions I, II and III)

Dean of Counseling

Dean of Learning and Technology Resources
Assistant Dean, EOPS/CARE
Associate Dean, Athletics
Associate Dean, Student Affairs
Associate Dean, Special Funded Programs
Director, Financial Aid
Manager, College Bookstore
Manager, College Food Services

6. Operational Status

Cuyamaca College has been in continuous operation since its founding in 1978. Students actively pursue degree and certificate programs, career and technical education training, basic skills education, and noncredit course offerings. Courses are offered in the traditional classroom setting and distance education modality. Cuyamaca College serves approximately 9,000 students each semester. The addition of the COA in Business Information Worker will likely result in a slight increase in the number of certificates awarded at Cuyamaca College.

7. Degrees

Cuyamaca College offers 88 Associate Degree programs and 106 certificates. The College prepares students for transfer to public and private colleges and universities through its academic programs. Students are also better equipped for employment opportunities through its wide variety of vocational training programs. A significant proportion of students are enrolled in programs leading to degrees; 62% of applicants indicate that their primary educational goal is to obtain an Associate Degree or transfer to a four-year institution. The COA in Business Information Worker adds one certificate to the current offerings.

8. Educational Programs

All educational programs offered by Cuyamaca College reflect the mission of the institution. They are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor

appropriate to the degrees offered, and culminate in identified student outcomes. Distance education courses follow the same approval and evaluation processes as “face-to-face” courses. The COA in Business Information Worker adds opportunities for students and, upon approval, will be included in the catalog along with 106 other certificates and 88 degrees.

9. Academic Credit

Cuyamaca College awards credit based on the traditional Carnegie unit, which is the generally accepted standard for degree-granting institutions of higher education. The traditional classroom lecture class requires the equivalent of one hour per week for each semester unit awarded. Laboratory classes require three hours per week for each semester unit awarded. The traditional semester is 16 weeks in length. Cuyamaca College also offers short-term classes throughout the year, including during intersession, as well as during the summer, when four, six, or eight week sessions are offered.

10. Student Learning and Achievement

Cuyamaca College identifies Student Learning Outcomes for courses, programs, certificates, and degrees, assesses student achievement of those outcomes, and uses assessment results to make improvements. The same Student Learning Outcomes are in place, regardless of the mode of instruction. Student learning outcomes are evaluated each year in either annual program review updates or the comprehensive program review. The description of the COA in Business Information Worker including program outcomes will be published in the College catalog, pending ACCJC approval. The chair of the Business and Professional Studies and lead BOT instructor will monitor achievement of outcomes through the established processes.

11. General Education

Cuyamaca College incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. A minimum of 22 semester units in general education is required for all degrees except Transfer degrees. The GE component includes demonstrated competence in writing and computational skills, an introduction to some major areas of knowledge, and several additional competencies. Courses submitted for GE are closely scrutinized by the Curriculum Committee, and are consistent with levels of quality and rigor appropriate to higher education. All general education courses have identified student learning outcomes, which are assessed. The courses in the COA in Business Information Worker are not general education courses.

12. Academic Freedom

Board Policy 4030 on Academic Freedom states, “The Board shall promote public understanding and support of academic freedom for the implementation of the educational philosophy of Grossmont-Cuyamaca Community College District. Academic freedom is fundamental for the protection of the rights of the instructor in teaching, and of the student in freedom in learning. It carries with it duties correlative with rights.” The College maintains an atmosphere in which intellectual freedom and independence exist. The Board Policy on academic freedom will not change in any way due to the addition of the COA in Business Information Worker. Program faculty and students will be afforded the same protection under this policy as all others.

13. Faculty

Cuyamaca College has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution’s educational programs. Full-time faculty are

represented in comparable numbers in all modes of instruction. Faculty responsibilities include the development and review of curriculum as stated in the American Federation of Teachers contract, the Academic Senate's roles and responsibilities, and faculty job descriptions. The Curriculum Committee is under the purview of the Academic Senate and its co-chair is a faculty member. A faculty member also serves as the Student Learning Outcomes Coordinator. Faculty are responsible for curriculum development and are responsible for defining and assessing SLOs.

14. Student Services

Cuyamaca College provides a wide array of programs and services that support student learning and development within the context of the institutional mission. These include Admissions & Records, Counseling, Financial Aid, CalWORKs, Extended Opportunity Programs and Services (EOPS), Cooperative Resources for Education (CARE), and Disabled Students Programs and Services (DSPS). A Tutoring Center, Reading and Writing Center, High Tech Center for the Disabled, and STEM Achievement Center provide for support for student learning. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success.

15. Admissions

In keeping with Title 5 and District policies, Cuyamaca College admission policies and practices are consistent with its mission. These guidelines are stated on the College website as well as in the College catalog. The new COA in Business Information Worker will reflect admission policies.

16. Information and Learning Resources

Cuyamaca College provides access to information and resources to support student learning and enhance the mission and instructional programs. Learning

resources include a library collection, computer laboratories, Instructional Media Services, Tutoring/Learning Centers, and a variety of library services. The same information and resources are available to students, regardless of the format or location of the program.

17. Financial Resources

In conjunction with the Grossmont-Cuyamaca Community College District, Cuyamaca College has a funding base, financial resources, and plans for financial development adequate to support student learning programs and services. Cuyamaca College has a set of well-defined guidelines and processes for financial planning and budget development based on the mission, values, and goals of the College. Budget goals and priorities are developed and updated annually through a shared governance process. Cuyamaca College has remained fiscally stable throughout the last few years of budget reductions in the California Community College system, with adequate resources to support a comprehensive offering of programs and services, including the proposed COA in Business Information Worker.

18. Financial Accountability

Cuyamaca College undergoes an annual external financial audit by a certified public accountant as part of the District audit. Annually, Cuyamaca College submits with its ACCJC eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant that has no other relationship to the institution. Every year, the District receives unqualified audits on its financial statements and federal and state compliance audits. All audits are available to the public on the District Website.

19. Institutional Planning and Evaluation

Cuyamaca College has a clearly defined and systematic cycle of evaluation, integrated Program Review and Planning, resource allocation, implementation, and re-evaluation. The Program Review and Planning process is integrated with the College and District Strategic Plans, and it provides substantial data upon which annual budget decisions are based. The College develops goals and annually assesses progress toward these goals through the measurement of Key Performance Indicators (KPIs). Based on these assessments, decisions regarding improvements are made to achieve continuous quality improvement. The COA in Business Information Worker will be included in established planning and evaluation processes.

20. Integrity in Communication with the Public

Cuyamaca College provides a catalog, both printed and electronic, and strives to ensure the information is precise, accurate, and current. The Cuyamaca College catalog is updated and published on an annual basis. The catalog includes the College mission, academic calendar, College and District administration and faculty, including their degrees, names of the Governing Board members, College history and vision, academic policies, Associate Degree and certificate programs, individual course descriptions, and General Education, degree, and transfer information. In addition the College publishes its schedule of course offerings in electronic form every semester. Upon approval by the ACCJAC, the COA in Business Information Worker will be included in the catalog and contain all the pertinent information the public and prospective students need to learn about it.

21. Integrity in Relations with the Accrediting Commission

Cuyamaca College adheres to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC).

Cuyamaca College describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. A statement of Accreditation for Cuyamaca College appears in its catalog and on the College website. The Commission is being notified of the proposed COA in Business Information Worker through this substantive change proposal, as directed by the commission staff.

G. Evidence that Accreditation Standards Will be Fulfilled

Standard I. Institutional Mission and Effectiveness

A. Mission

Cuyamaca College's Mission Statement defines the College's educational purposes, intended student population, and commitment to student learning. The mission is the foundation for institutional planning and decision making, and drives high expectations about student learning at the College. The proposed COA in Business Information Worker clearly fall within the scope of the mission, and is in direct response to the needs of students.

B. Improving Institutional Effectiveness

The Cuyamaca College Council is responsible for the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Key processes and allocation of resources to effectively support student learning are well-organized. The model integrates effective approaches to ensure proficiency in achieving a continuous improvement cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Assessment and improvement plans are recorded in TracDat and utilized in program reviews, as well as in department dialogue on quality and improvement. Data is evaluated to identify annual and long term priorities and goals. The COA in Business Information Worker will undergo the same processes.

Standard II. Student Learning Programs and Services

A. Instructional Programs

Cuyamaca College offers high quality instructional programs, consistent with its mission, vision, and shared values, that meet the needs of a diverse community. All programs have established procedures that assure ongoing and systematic review of their relevance, appropriateness, achievement of the learning outcomes, currency, and future needs. Faculty expertise is relied on to identify and measure student learning through outcomes assessment. The College provides clear and accurate information in its catalog and website about educational course, programs, certificates, and degrees that includes student learning outcomes. The College adheres to and makes public all board policies that assure the integrity of the teaching and learning process. The COA in Business Information Worker meets this standard by complying with all quality assurance requirements. Student learning outcomes have been identified, and the assessment cycle will begin upon ACCJC approval.

B. Student Support Services

Cuyamaca College recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. All student services programs have defined outcomes that are regularly and systematically evaluated for improvement using Student Learning Outcomes, faculty and staff input, and other appropriate measures.

C. Library and Learning Support Services

Cuyamaca College supports the quality of its instructional programs by providing a variety of learning support services to its students. These services are housed in the Learning and Technology Resource Center (LTRC), online, and in other learning centers on campus. Library and learning support services are sufficient to support the College's instructional programs and other activities. Library and learning support services have defined outcomes that are regularly evaluated for improvement.

Standard III. Resources

A. Human Resources

Cuyamaca College employs qualified faculty, staff and administrators to support student learning and services and improve institutional effectiveness. The College uses recruiting and hiring processes for all faculty and staff to ensure that employees meet minimum qualifications for education and experience. College employees are regularly evaluated to ensure effectiveness and nurture improvement. Employees involved in the COA in Business Information Worker will be held to the same standards, regulations and processes in place to ensure quality, professional ethics, and integrity.

B. Physical Resources

Cuyamaca College provides sufficient and safe physical resources to support and assure the quality of its programs. The COA in Business Information Worker will utilize existing space on campus. Additional physical resources, i.e. classroom or laboratory space, will not be necessary, as there are no new courses or sections being added. All courses are existing and offered on a regular basis.

C. Technology Resources

Technology resources at Cuyamaca College are used to support student learning programs and services and to improve institutional effectiveness. Technology

planning is integrated with institutional planning. Cuyamaca College is committed to providing students, faculty, and staff with the latest and most effective technology through a comprehensive process of planning, implementation, and support. Technology processes and procedures are designed to enhance and support the College's mission, operation, and effectiveness. Responsibility for these processes lies with shared governance committees. Additional technology will not be necessary to implement the COA in Business Information Worker at Cuyamaca College.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness at Cuyamaca College. Cuyamaca College maintains financial solvency through its planning processes and Strategic Plan that initially concentrates on fixed expenses, setting aside a 5% contingency reserve. Within the planning context, additional funds are used to increase the number of faculty and classified positions to support instruction, student services, infrastructure technology needs, and adequate facilities. Financial planning at Cuyamaca College is fully integrated with institutional planning. The College takes a conservative approach to budget allocation, relying on sources from general and categorical funds. Following comprehensive dialogue and strategic planning through a realistic needs analysis, priorities are identified and decisions reached. A baseline approach forecasts future projections, and all new requests must support the College mission, with approval from Program Review committees. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The budget of the COA in Business Information Worker will be monitored through established processes.

Standard IV. Leadership and Governance

A. Decision Making Roles and Process

Cuyamaca College fully embraces the concept of shared governance, comprised of staff, faculty, administrators, and students in the decision-making process. The shared governance process allows the institution to effectively identify its values and establish goals in a cycle of continuous quality improvement. The faculty, in particular, have a leadership role in developing recommendations about student learning programs and services. Cuyamaca College strives to maintain the highest standards of honesty and integrity. College programs and departments regularly undergo financial audits, compliance reviews, and accreditations. Federal and state agencies regularly conduct compliance reviews of academic and student services programs and departments. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. The COA in Business Information Worker has been approved at all levels, including Curriculum Committee, Academic Senate, Governing Board of the GCCCD, and the California Community College Chancellor's Office.

B. Board and Administrative Organization

The Governing Board of the GCCCD is an elected body that advocates for and supports Cuyamaca College in its policy decision making. The Governing Board engages in ongoing discussion to act as a whole in reaching any decision. A majority vote of its five members will designate approval, except when two-thirds vote is required under special circumstances. The Governing Board President speaks to the media on behalf of the Governing Board. Individual

Governing Board members are involved with community service clubs, Chambers of Commerce, and other community groups and forums. The Governing Board works closely with the GCCCD Chancellor in carrying out the district and college mission, ensuring educational quality, and maintaining financial integrity. The Board holds public meetings once a month, with special meetings held as needed. The Board participates in self-evaluation annually, as well as annual evaluation of top leadership positions. The COA in Business Information Worker will comply with all established Board policies and procedures.

Relevant Commission Policies

Cuyamaca College remains compliant with all ACCJC Commission Policies as listed in the Accreditation Reference Handbook. The addition of the COA in Business Information Worker relates only to the ACCJC Policy on Substantive Change, as it adds a new program that is a significant departure from existing offerings when the institution was last evaluated in 2013.

APPENDIX

1. Catalog Information, COA in Business Information Worker

BUSINESS INFORMATION WORKER CERTIFICATE OF ACHIEVEMENT

The Business Information Worker Certificate of Achievement is a job readiness pathway or certificate for office workers, developed in conjunction with local employers. Enrolled students are prepared in a broad range of entry-level office skills and applications which promote success in a variety of office environments. Essential components of the curriculum include a solid foundation in Microsoft Windows and Office, as well as critical thinking, problem solving, and interpersonal skills.

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Use computer input devices to properly and efficiently create and edit documents in word processing and spreadsheet programs, such as Word and Excel, and electronic communications such as email.
- Work effectively, respectfully, ethically and professionally with people of diverse ethnic, cultural, gender and other backgrounds, and with people of different organizational roles, social affiliations, and personalities.
- Communicate effectively and professionally in business situations through physical or virtual presence, writing, speaking, and electronic media.

Certificate Requirements

<i>Course</i>	<i>Title</i>	<i>Units</i>
BOT 100	Basic Keyboarding	1
BOT 114	Essential Word	1
BOT 115	Essential Excel	1
BOT 119	Windows for the Information Worker	2
BOT 151	Using Microsoft Outlook	1
BUS 115	Human Relations in Business	3
BUS 128	Business Communication	3
CIS 110	Principles of Information Systems	<u>4</u>
	Total Required	16

Certificate of Achievement

Students who complete the requirements above qualify for a Certificate in Business Information Worker. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

2. Minutes, Curriculum Committee, February 16, 2016

**CURRICULUM, GENERAL EDUCATION AND ACADEMIC
POLICIES AND PROCEDURES COMMITTEE**

Minutes of February 16, 2016

CO-CHAIRS: Chuck Charter, Wei Zhou

MEMBERS: Bryan Elliott, Rachel Jacob-Almeida, Sarah Martin, Teresa McNeil, Pat Setzer,
 Osvaldo Torres, Kristin Zink

EX-OFFICIO: Kate Alder, Scott Herrin, Nicole Jones

RECORDER: Julie Kahler

GUESTS: Mary Sessom

APPROVAL OF MINUTES of February 2, 2016: *Jacob-Almeida/Zink* to approve: 6 Yes, 0 No, 1 Abstention.

ACTION ITEMS: Adoption of the Consent Calendar:

- ◆ **BOT 119:** Addition, Assign to Discipline
Business Information Worker: Addition (Certificate of Achievement)
- ◆ **CIS 205, 207, 208, 209, 262:** Modifications, Content Review
- ◆ **ENGL 099:** Modification
- ◆ **ES 249:** Modification
- ◆ **RELG 170 (formerly 215):** Modification

Elliott/Zink to approve the Consent Calendar: 6 Yes, 0 No, 1 Abstention.

INFORMATION ITEMS:

- ◆ **BOT 223, 224, 225:** SLOs, Out-of-Class Assignments

Review of SLOs and Out-of-Class assignments. Catalog descriptions have been updated to reflect language requested by the State Chancellor's office for Cooperative Work Experience courses.

- ◆ **Business Data Management:** Deletion (Associate in Science Degree, Certificate of Achievement)

Mary Sessom stated the program has never been offered. The courses in the Business Data Management program are included in other degrees as requirements or electives, and will not need to be deleted.

- ◆ **COUN 120:** Modification

Nicole Jones discussed the course modification. In addition to the revisions, completion of an educational plan was added to the outline.

- ◆ **ESL 096, 100, 100R, 103, 106, 119:** Modifications

Revisions to the titles are being made. This series of ESL courses will not move forward to the consent calendar until the alignment forms are received back from Grossmont College.

- ◆ **PARA 135, 140:** Modifications

PARA 135: Reviewed and forwarded for action. PARA 140: Deletion of the prerequisite for PARA 140 was discussed by Mary Sessom. The ABA no longer considers PARA 140 as a legal specialty course.

Other:

- ◆ The Curriculum Committee needs two more members to fill openings, one from Sciences and one Faculty Member-at-Large

3. Minutes, Academic Senate, February 25, 2016



• A C A D E M I C • S E N A T E •

AGENDA

Thursday, February 25, 2016

2:00 – 3:45 p.m.

Room E – 106

- I. APPROVAL OF MINUTES 5 minutes
- II. PRESIDENT'S REPORT 25 minutes
 - A. **Announcements** – Information will be provided about upcoming events and activities.
 - B. **District & College Council Updates** – Updates will be given on discussions and actions taken at recent District & College Council Meetings.
 - C. **GCCCD Governing Board Meeting** – A summary of actions taken at the February 16th Governing Board meeting will be provided.
 - D. **Spring Elections** – Angela Nesta, Elections Coordinator, will give an update on the Academic Senate Spring Elections
- III. Vice President's Report 5 minutes
 - A. SOC Committee Appointments –Paul Carmona, Academic Senate Vice President, will report on new faculty appointments to committees.
- IV. Part Time Officer at Large Report 5 minutes
 - A. Seth Slater, Part Time Officer-at-Large, will provide information on issues and activities of interest to part time faculty.
- IV. COMMITTEE REPORTS 15 minutes
 - A. **Diversity, Equity, and Inclusion Committee**– Moriah Gonzalez Meek, faculty tri-chair of the DEI committee, will provide information on various projects and activities sponsored by the committee.
 - B. **Sustainability Working Group** – Randy Clark, Interim Director of Facilities Planning and Development, will share with Senators draft Board and Administrative Policies that speak to the GCCCD sustainability program.
- V. ACTION 15 minutes
 - A. **Curriculum Board Packet** – The Senate will entertain a motion to approve the Curriculum Board Packet that will go to the Governing Board for approval at the March meeting.

VI. INFORMATION

30 minutes

- A. **Compressed Calendar** – Alicia Muñoz will provide information on the proposal to implement the Compressed Calendar in GCCCD.
- B. **Black Student Union**– Brandon Williams, part time counselor, will provide information to the Senate on the new formed student organization, the Black Student Union.

VII. Announcements/Public Comments

5 minutes

4. Minutes, Governing Board Meeting, Grossmont-Cuyamaca Community College District, March 16, 2016:
<http://www.gccd.edu/governing-board/documents/minutes/2016/03-March%2016,%20Regular%20Meeting%20Minutes.pdf>

5. Approval Letter, Approval Letter, COA in Business Information Worker, California Community Colleges, May 31, 2016

**STATE OF CALIFORNIA
CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q Street
Sacramento, Ca 95811-6549
(916) 445-8752
<http://www.cccco.edu>
05/31/2016

Admin, CUYAMACA
College CIO
CUYAMACA
Cuyamaca College 900 Rancho San Diego Parkway El Cajon, CA 92019

Dear Colleague:

In compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor, the California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following instructional program:

CURRICULUM INVENTORY RECORD

College: 021

Credit Status: Credit

Program Title: Business Information Worker

Program Award: Certificate of Achievement: 12 to fewer than 18 semester (or 18 to fewer than 27 quarter) units

Program Control Number: 35067

TOP Code: 051400

Program Goal(s): Career Technical Education (CTE)

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Once a program is approved by the California Community Colleges Chancellor's Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual (www.accjc.org). Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor's Office and the ACCJC.

For questions regarding this review please submit your written inquiry to curriculum@ccco.edu.

Sincerely,
Academic Affairs Division
California Community Colleges Chancellor's Office

6. Labor Market Information

Other Supporting Documentation: Labor Market Gap Analysis

According to the California EDD website there are 851 job openings projected each year for the period from 2012-22 in San Diego County in the Office Technology/Office Computer Applications TOP Code (0514.00). There are two SOC Codes that map directly to this TOP code and they do not include a wide variety of specific office occupations (e.g., legal secretary). Although this number does include “Executive Secretaries and Administrative Assistants” it is only about 20% of the total and needs to be considered as many of the students in these programs are returning adults with extensive work experience that may further qualify them for these higher level positions.

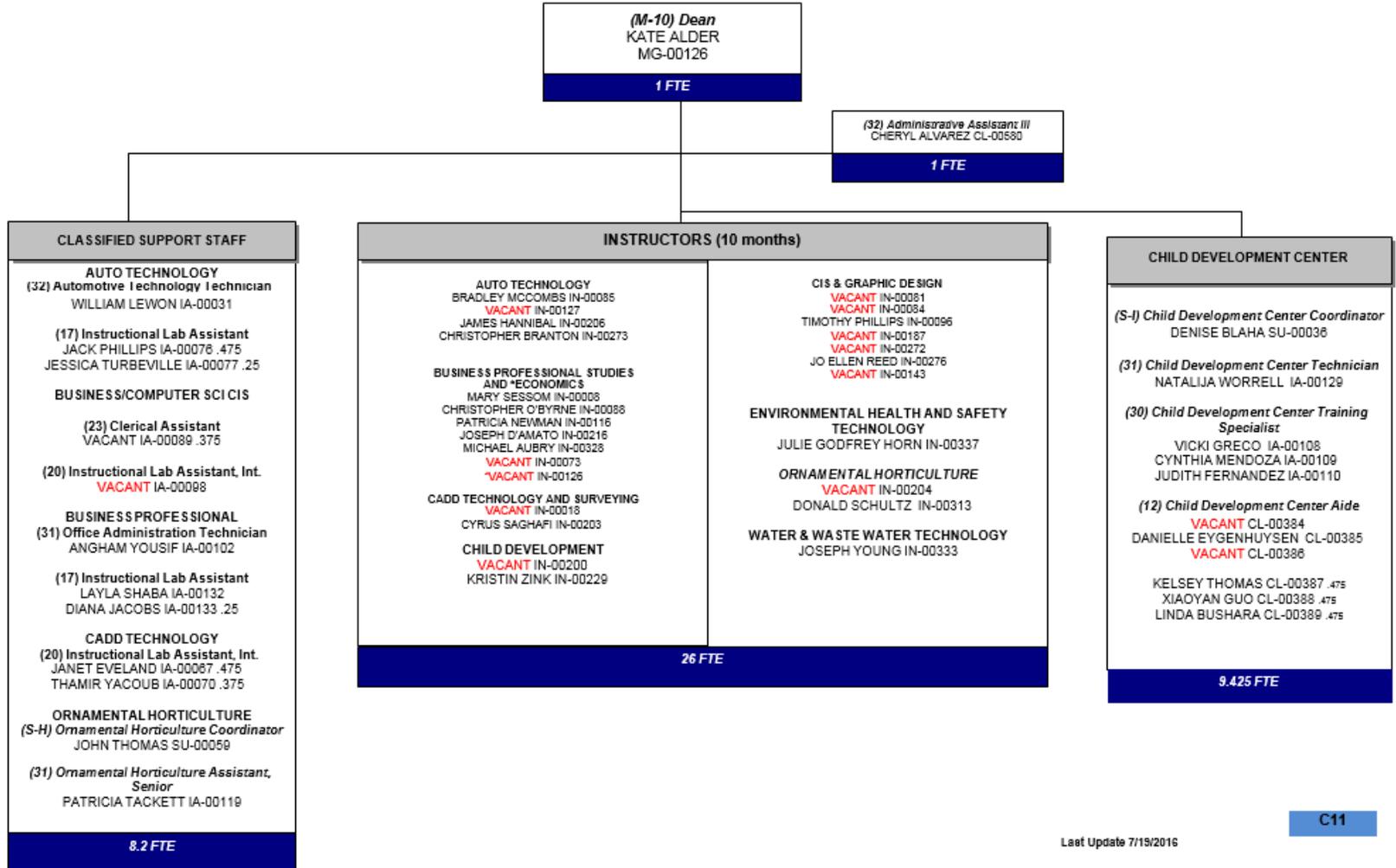
Projections of Employment by Occupation, 2012 – 2022			
Occupations Matched to Top Code(s):		Geography: San Diego County	
051400 <i>Office Technology/Office Computer Applications</i>		County	
Annual Job Openings by Occupation			
SOC Code	Occupation Title (Link to Occupation Profile)	2012 Employment	Annual Job Openings¹
436011	Executive Secretaries and Administrative Assistants	8,690	178
436014	Secretaries, Except Legal, Medical, and Executive	18,350	673
Total		27,040	851
Table Generated on 11/29/2015 5:31:54 PM at http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp			
¹ Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.			

Awards data from the California Community Colleges Chancellor’s Office Data Mart for the most recent five academic years show programs in all 9 colleges in the San Diego and Imperial counties area. The labor market projections severely exceed the number of certificates and degrees currently being awarded.

California Community Colleges Chancellor's Office					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
TOTAL	98	84	108	143	108
AVERAGE	11	9	12	16	12
Cuyamaca College	10	16	6	11	4
Grossmont College	3	7	16	20	15
Imperial Valley College	16	16	21	20	28
MiraCosta College	20	6	4	11	8
Palomar College	6	3	10	5	5
San Diego City College	20	4	22	47	23
San Diego Mesa College	9	15	13	4	4
San Diego Miramar College	1	6	6	18	12
Southwestern College	13	11	10	7	9
Report Run Date As Of : 11/29/2015 5:45:58 PM at http://datamart.cccco.edu/Outcomes/Program_Awards.aspx					

7. Organizational Chart, Division of Career and Technical Education; see following page.

CUYAMACA COLLEGE-DEAN, CAREER & TECHNICAL EDUCATION



C11

Last Update 7/19/2016

FTE = Full-time Equivalent
ADJ FTE = Full-time Equivalent of Adjunct Faculty
* Categorically Funded